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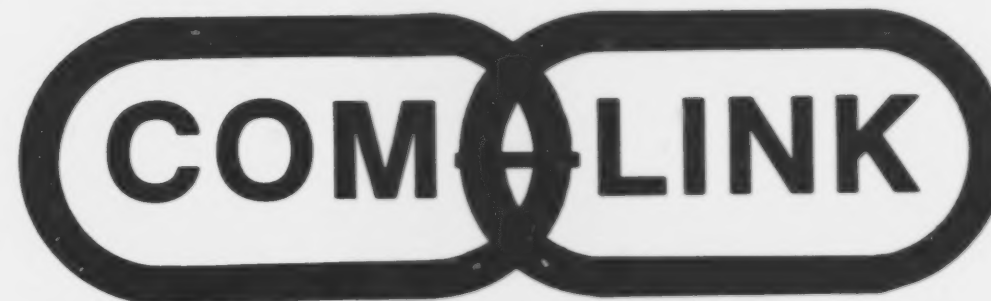
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ABSTRACT

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the food service program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The three units are: food service management; culinary; and baking. (KC)

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Competency Based Vocational Curricula



With Basic Skills And Academic Linkages

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In Cooperation With The

New Jersey State Department of Education

Division of Vocational Education

And

Ocean County Vocational-Technical School

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PHILOSOPHY OF EDUCATION

The Ocean County Vocational-Technical Education Program should consist of those courses, activities and experiences which are designed to prepare students for a successful entrance in a given field of work. The program should be based upon an analysis of the worker needs of the field of work, the opportunities and requirements for entrance, and the particular characteristics and needs of the students.

We believe that:

The school should educate and train the students to live effectively in our ever-changing world.

The school should provide, for each student, intensive training toward general and specific job objectives, and setting standards of performance in keeping with the requirements of that particular field of work.

All students should evidence the interest, aptitude, and ability to profit from the specialized instruction, and this should be a condition of entrance into or continuance in a given field of work.

Equal attention should be given in the school program to develop sound character, good citizenship, ability to think critically, and maintain good mental and physical health.

The school must be constantly striving to fulfill its ultimate purpose; that of serving the students and the community. The school should give careful consideration to the needs, interests, and capacities of the students and the educational and technical background, experience, training, and professional interest of the professional staff as they develop a working philosophy of education.

PREFACE

The curriculum format employed by this project is competency based and utilizes the Ocean County Vocational-Technical Schools' curriculum infused model for the teaching of basic skills as part of vocational education. The design demonstrates the relationship of vocationally related skills to communication, mathematics and science knowledge. Proficiencies with regard to student outcomes cannot be achieved without mastery in related academic areas. All student outcome objectives are predicated upon entry level skills which reflect the dictates of the job marketplace and industry. In addition, basic skills matrices developed by the district are included. The totality of this package is designed to facilitate the vocational teaching process and to enhance the learning experiences of our students.

POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS FOR STUDENTS AT OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL

450 hours - 1 year course at O.C.V.T.S.
 900 hours - 2 year course at O.C.V.T.S.
 1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
 60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
AIR CONDITIONING, REFRIGERATION AND HEATING	900	140	120	120	520
AUTO BODY REPAIR	900	130	120	125	525
AUTOMOTIVE MECHANICS	900	150	120	120	510
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	900	216	126	125	433
BEAUTY CULTURE I AND II	1000	240	120	130	515
BUILDING TRADES	900	135	120	130	515
BUSINESS RELATIONS - MEDIA/MODELING	450	200	60	40	150
CHILD CARE AIDE	900	240	120	122	418
COMMERCIAL ART AND PRINTING	900	120	215	75	580
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	900	130	125	130	515

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120 hours per year needed for 5 credits
 60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
COMMERCIAL PHOTOGRAPHY & TELEVISION PRODUCTION	900	150	125	80	545
CUSTOM CABINETMAKING	900	130	120	60	590
DENTAL ASSISTING	450	168	65	77	140
DESIGN DRAFTING	900	135	150	165	450
ELECTRICAL TRADES	900	106	120	124	550
FASHION MERCHANDISING	450	200	60	40	150
FOOD SERVICES	900	206	132	125	437
INDUSTRIAL AUTOMATION AND ELECTRONICS	900	129	140	132	499
INTERIOR DESIGN	900	210	130	120	440
LANDSCAPING AND GREENHOUSE TECHNOLOGY	900	125	125	175	475

POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS FOR STUDENTS AT OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL

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 900 hours - 2 year course at O.C.V.T.S.
 1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
 60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
MARINE ENGINE AND BOAT SERVICES	900	164	120	125	491
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	450	173	60	77	140
MEDICAL SKILLS AND RELATED HEALTH CAREERS	450	135	65	125	125
MEDICAL SKILLS (ADVANCED)	450	125	60	125	140
PLUMBING AND HEATING	900	140	120	120	520
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	900	125	130	60	585
T.V. AND COMPUTER REPAIR	900	125	150	175	450
WELDING	900	135	120	100	545

COMMUNICATION SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School.
The asterisk indicates that the topic is studied in that curriculum.

COURSE	Functional Reading Skills	Vocabulary	Identifying Main Ideas	Meanings in Context	Inferences	Fact/Opinion Distinction	Signal Words	Parts of Text-book/Manual	Following Directions	Outlining and Note Taking	Interpretation of Maps, Graphs and Charts	Interpretation of Diagrams	Test Taking Skills	Expository Writing Skills	Problem Solving	Spelling	Oral Communications	Study Skills	Resume Writing	Job Application Skills
AIR CONDITIONING, REFRIGERATION AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AUTO BODY REPAIR	*	*		*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
AUTOMOTIVE MECHANICS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BEAUTY CULTURE I AND II	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BUILDING TRADES	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*
CHILD CARE AIDE	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL ART AND PRINTING CAREERS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CUSTOM CABINETMAKING	*	*		*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
DENTAL ASSISTING	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*

COMMUNICATION SKILLS - CONTINUED

COURSE	Functional Reading Skills	Vocabulary	Identifying Main Ideas	Meanings in Context	Inferences	Fact/Opinion Distinction	Signal Words	Parts of Text-book/Manual	Following Directions	Outlining and Note Taking	Interpretation of Maps, Graphs and Charts	Interpretation of Diagrams	Test Taking Skills	Expository Writing Skills	Problem Solving	Spelling	Oral Communications	Study Skills	Resume Writing	Job Application Skills
DESIGN DRAFTING	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
ELECTRICAL TRADES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
FASHION MERCHANDISING	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
FOOD SERVICES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
INDUSTRIAL AUTOMATION AND ELECTRONICS	*	*	*		*	*			*	*	*	*	*	*	*	*	*	*	*	*
INTERIOR DESIGN	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
LANDSCAPING AND GREENHOUSE TECHNOLOGY	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
PLUMBING AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
T.V. AND COMPUTER REPAIR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
WELDING	*	*	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

MATHEMATICS SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School.
The asterisk indicates that the topic is studied in that curriculum.

COURSE	Whole Numbers	Common Fractions	Decimals	Percentages	Weights and Measurements	Ratio and Proportion	Powers and Roots	Formulas	Estimating	Geometry	Basic Trigonometric Functions	Graphs
AIR CONDITIONING, REFRIGERATION AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*
AUTO BODY REPAIR	*	*	*	*	*	*	*	*	*	*		*
AUTOMOTIVE MECHANICS	*	*	*	*	*	*	*	*	*			*
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	*	*	*	*	*	*	*	*	*	*		*
BEAUTY CULTURE I AND II	*	*	*	*	*	*	*	*	*	*	*	*
BUILDING TRADES	*	*	*	*	*	*	*	*	*	*	*	*
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	*		*	*		*			*			*
CHILD CARE AIDE	*	*	*	*	*	*		*	*	*	*	*
COMMERCIAL ART AND PRINTING CAREERS	*	*	*	*	*	*		*	*	*		*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	*	*	*	*	*	*	*	*	*	*	*	*
CUSTOM CABINETMAKING	*	*	*	*	*	*	*	*	*	*	*	*
DENTAL ASSISTING	*	*	*	*	*	*		*	*			*

MATHEMATICS SKILLS - CONTINUED

COURSE	Whole Numbers	Common Fractions	Decimals	Percentages	Weights and Measurements	Ratio and Proportion	Powers and Roots	Formulas	Estimating	Geometry	Basic Trigonometric Functions	Graphs
DESIGN DRAFTING	*	*	*	*	*	*		*	*	*	*	*
ELECTRICAL TRADES	*	*	*	*	*	*	*	*	*	*	*	*
FASHION MERCHANDISING	*	*	*	*	*	*		*	*	*		*
FOOD SERVICES	*	*	*	*	*	*		*	*	*		*
INDUSTRIAL AUTOMATION AND ELECTRONICS	*	*	*	*	*	*		*	*	*	*	*
INTERIOR DESIGN	*	*	*	*	*	*		*	*	*		*
LANDSCAPING AND GREENHOUSE TECHNOLOGY	*	*	*	*	*	*		*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE	*	*	*	*	*	*		*			*	*
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	*	*	*	*	*	*	*	*	*	*		*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*		*	*	*	*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*		*	*	*	*	*
PLUMBING AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	*	*	*	*	*	*	*	*			*	*
T.V. AND COMPUTER REPAIR	*	*	*	*	*	*	*	*		*	*	*
WELDING	*	*	*	*	*	*		*	*	*	*	*

SCIENCE SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. Those listed as "Not Available" do not offer enough hours to qualify for credits in your high school. However, we have noted the skills covered. Those listed with an asterisk after the title are eligible. The asterisk indicates that the topic is studied in that curriculum.

	HUMAN ANATOMY						ASTRONOMY			CHEMISTRY			PHYSICS					ECOLOGY				
COURSE	Cellular Theory	Skeletal System	Muscles	System of Body	Diseases	Psychology	Solar System	Gravity	Weather	Matter	Chemical Reactions	Applied Chemistry	Light	Magnetism	Heat	Magnetism and Electricity	Nuclear Energy	Botany	Food Production	Fuels	Nutrition	Waste Disposal
AIR CONDITIONING, REFRIGERATION AND HEATING							*	*	*	*	*	*		*	*	*				*	*	
AUTO BODY REPAIR								*	*	*	*	*	*	*	*					*		*
AUTOMOTIVE MECHANICS								*		*	*	*	*	*	*	*				*		
AUTOMOTIVE DIESEL AND ENGINE REBUILDING								*		*	*	*		*	*	*	*			*		*
BEAUTY CULTURE I AND II	*	*	*	*	*	*				*	*	*	*		*	*					*	
BUILDING TRADES							*	*	*	*	*	*	*		*	*		*		*		
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	N	O	T	A	V	A	I	L	A	B	L	E										
CHILD CARE AIDE	*	*	*	*	*	*			*		*	*		*	*			*	*		*	*
COMMERCIAL ART AND PRINTING CAREERS	N	O	T	A	V	A	I	L	A	B	L	E	*		*	*						*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*		*		*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	N	O	T	A	V	A	I	L	A	B	L	E	*		*	*						*
CUSTOM CABINETMAKING	* N	O	T	A	V	A	I	L	A	B	L	E			*			*				
DENTAL ASSISTING	*	*	*	*	*	*				*	*	*	*								*	*

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SCIENCE SKILLS - CONTINUED

COURSE	HUMAN ANATOMY						ASTRONOMY			CHEMISTRY			PHYSICS					ECOLOGY				
	Cellular Theory	Skeletal System	Muscles	System of Body	Diseases	Psychology	Solar System	Gravity	Weather	Matter	Chemical Reactions	Applied Chemistry	Light	Magnetism	Heat	Magnetism and Electricity	Nuclear Energy	Botany	Food Production	Fuels	Nutrition	Waste Disposal
DESIGN DRAFTING							*	*	*	*		*	*		*	*	*			*		*
ELECTRICAL TRADES							*	*	*	*	*		*	*	*	*	*		*			
FASHION MERCHANDISING	*	*	*	*		*		*		*	*	*	*								*	
FOOD SERVICES					*	*		*	*		*	*	*		*				*		*	*
INDUSTRIAL AUTOMATION AND ELECTRONICS								*		*			*	*	*	*	*			*		
INTERIOR DESIGN		*	*			*	*	*	*	*	*	*	*		*	*						
LANDSCAPING AND GREENHOUSE TECHNOLOGY							*	*	*		*	*	*		*	*		*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE								*	*	*	*	*	*	*	*	*		*		*		
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	N	O	T	A	V	A	I	L	A	B	L	E										*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*		*		*	*					*			*		*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*		*		*	*					*			*		*	*
PLUMBING AND HEATING					*		*	*	*	*	*	*			*	*		*		*		*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	N	O	T	A	V	A	I	L	A	B	L	E	*	*	*	*				*		*
T.V. AND COMPUTER REPAIR										*	*	*	*	*	*	*				*		
WELDING								*		*	*	*	*	*	*	*				*		

COURSE OBJECTIVES

1. To prepare students with entry level skills, abilities and knowledge for employment in the food services fields.
2. To present 900 hours of instruction and practice in food services in accordance with the course curriculum and skill profile outline.
3. To provide a detailed summary evaluation of the proficiency achieved by each student representing the most important content areas presented in the food services skill profiles.
4. To help each student develop positive attitudes and ideals related to their occupation in the food services and understand their own capabilities and potential.
5. To instill in each student the need to plan for their professional growth through continuous learning in their chosen occupation.

STUDENT ACTIVITIES

All students enrolled in the Ocean County Vocational-Technical School are encouraged to join Vocational Industrial Clubs of America (VICA). Student activities are infused into each program. Each building has a student government and a student activities program separate from VICA. Additionally, students from each center and every class are encouraged to participate in the VICA Leadership and Job Demonstration Contests which begin in the centers and radiate throughout the district as Ocean County Vocational-Technical School inter school winners are chosen.

Student activities emphasize the basic precepts of VICA, as well as the basic tenets of democracy. Within the context, each of our programs teaches the dignity of work, high standards in trade ethics and safety, and a belief in the free enterprise economic system.

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FOOD SERVICE MANAGEMENT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. School rules and regulations	A. Student rights and responsibilities B. Student grievance procedures C. Student expectations D. School code of discipline E. Attendance and graduation policy F. Student transfers G. Grading system H. Accidents I. Bedside instruction J. Cooperative Industrial Education (C.I.E.) K. Driving policy L. Drug and alcohol policy M. Early dismissal procedures N. Lockers O. Driver permits P. School closing procedures Q. Smoking R. Student progress reports S. Telephones T. Theft U. Tools and equipment V. Fire drill procedures W. Vocational Industrial Clubs of America (VICA)	A. Note taking skills B. Filling out forms C. Oral communication D. Test taking skills E. Functional reading skills (Student Handbook)	A. Whole numbers B. Decimals C. Percentages		A. The student will be able to know what is expected of him/her for the school year in order to promote effective learning conditions Written test B. The student will be able to know the standards to be met within the school and classroom Written test C. The student will be able to describe the grading system D. The student will be able to describe the Cooperative Industrial Education (CIE) Program E. The student will be able to complete an orientation quiz with 70% accuracy F. The student will be able to demonstrate a safe and orderly exit in the event of a fire G. The student will be able to define VICA and explain its function

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Student responsibilities	A. Attendance B. Request for make-up work C. Homework assignments D. Notebooks E. Guest speakers F. Substitutes G. Field trips - permission slips H. Daily grading system I. Student questionnaire J. Lockers - locker room K. Student dress code	A. Note taking skills B. Filling out forms C. Oral communication D. Test taking skills E. Functional reading skills			A. The student will be able to know what is expected of him/her for the school year in order to promote effective learning conditions Written test B. The student will be able to know the standards to be met within the school and classroom Written test

UNIT: ORIENTATION - CONTINUED

Page 4

TOPIC: CAREER OPPORTUNITIES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
37	A. General dining room positions	A. Note taking skills			The student will be able to determine which career opportunities he/she is interested in pursuing
	1. Waiter/Waitress	B. Oral communication			
	a. formal, banquet restaurant service	C. Vocabulary			
	b. bar	D. Spelling			
	c. dining car	E. Writing skills			
	d. room service	F. Definitions			
	e. catering (house parties)				
	f. airlines (steward/stewardess)				
	2. Hostess				
	3. Cashier				
	4. Buffet attendant				
	5. Salad bar attendant				
	6. Expeditor				
	7. Busperson				
	8. Dishwasher				
	9. Cafeteria line attendant				
	a. hospital				
	b. school				
	c. factory				
	10. Fast food worker				
	B. Management				
	1. Restaurant owner				
	2. Manager				
	C. Industry opportunities				
	1. Company sales (contracts)				
	2. Broker				
	3. Distributor				
	D. Demonstrator				
	1. Product				
	2. Equipment				
	E. Consultant/Coordinator				
	1. Party				
	2. Banquet				
	3. Fundraiser				
	F. Market research				
	1. Product analyst				
	2. Equipment evaluator				
	G. Design and layout				
	1. Equipment				
	2. Dining room				
	3. Kitchen				
					33

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Familiarization with the placement procedures in three areas A. Dining room B. Kitchen C. Bakery	Classification of students into the food service areas 1. Dining room management 2. Kitchen 3. Bakery	A. Functional reading skills B. Following directions C. Oral communications D. Outlining and note taking E. Vocabulary	Division		A. The student will be able to demonstrate a knowledge of the three areas of food service B. The student will be able to demonstrate a knowledge of job opportunities in all areas of food service C. The student will be able to demonstrate an understanding of the reasons for placement in all areas

UNIT: HYGIENE AND GROOMING

Page 6

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Personal hygiene - Cleanliness - Oral hygiene - Posture - Exercise - Relaxation - Adequate sleep - Balanced diet - Smoking - Hair - Wash hands prior to work B. Public hygiene - Pure air - Pure food - Pure water - Adequate sewerage - Control of disease - Pest control and prevention - Medical facilities	A. Outlining and note taking B. Writing skills C. Test taking skills D. Oral communication E. Vocabulary F. Inferencing G. Spelling		A. Bacteriology - Pathogenic - Non-pathogenic B. Sterilization - Chemical agents - Disease C. Ecology - nutrition	A. The student will be able to identify the principles of hygiene and good grooming Oral communication B. The student will be able to recognize the relationship of cleanliness to good health and success as a food service employee - Written test - Oral communication

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
43	A. Good posture 1. Prevents physical problems 2. Influence on health and appearance 3. Personality B. Correct posture 1. Standing 2. Sitting 3. Lifting 4. Carrying 5. Stooping C. Care of the feet - shoes	A. Outlining and note taking B. Writing skills C. Test taking skills D. Vocabulary E. Oral communication F. Inferencing G. Spelling H. Visual	Geometry - angles	Anatomy 1. Skeletal system 2. Muscles 3. Disease	A. The student will be able to know the benefits of good posture 1. Written test 2. Oral communication B. The student will be able to know the difference between good and bad posture 1. Written test 2. Oral communication
44					

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
45	A. Personality 1. Success 2. Outward reflections 3. Inner feelings B. Qualities 1. Attitudes 2. Behavior 3. Thoughts 4. Voice -tone 5. Stability 6. Manner 7. Grooming 8. Humor 9. Cooperation 10. Coordination 11. Dependability 12. Self esteem 13. Reliability 14. Values - honesty C. Hygiene and grooming D. Conversational charm 1. Steps to success 2. Topics never to discuss 3. When to converse E. Ethics 1. Employer 2. Patrons 3. Co-workers 4. Conduct	A. Oral communication B. Outlining and note taking C. Writing skills D. Test taking skills		A. Ecology - nutrition B. Psychology	A. The student will be able to know the qualities needed for a pleasing personality and the relationship of personality to success 1. Written test 2. Oral communication B. The student will be able to understand moral standards C. The student will be able to know how to deal with patrons, co-workers and employers
46					

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Opening a food service establishment	Facts to consider when opening a food service establishment A. Capital 1. Sufficient funds 2. Access to loans 3. Status of credit rating B. Classification 1. Type of establishment 2. Which meal will be served 3. Design and layout - building codes 4. Name of business 5. Comfort C. Location 1. Population 2. Active location 3. Visibility 4. Competition 5. Income and purchasing habits 6. Age group 7. Crime rate 8. Hours of operation 9. Parking facilities D. Purchase or rent 1. Understand all provisions 2. Alterations and repairs 3. Legal advice E. Ownership 1. Individual 2. Partnership a. working b. silent 3. Franchise 4. Corporate F. Business law and insurance 1. Social security 2. Unemployment 3. Compensation 4. Liability 5. Owner/Renter insurance for property and content 6. Sales tax 7. Income tax	A. Outlining and note taking B. Writing skills C. Oral communication D. Test taking skills E. Spelling F. Inferencing G. Vocabulary H. Definitions	A. Addition B. Subtraction C. Multiplication D. Fractions E. Decimals F. Square measurement G. Percentages H. Finance 1. Payroll 2. Checking account 3. Record keeping 4. Income tax I. Purchases 1. Sales discounts 2. Sales communication 3. Sales tax	Psychology	The student will be able to demonstrate a basic knowledge of business principles, bookkeeping insurance and salesmanship related to opening a food service establishment Written test

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	G. Advertising to create good-will and increase sales - Budget - Types of medium - Discounts - Specials - Coupons H. Purchasing food and supplies - Cost - Quality - Dependability of purchasing agent I. Inventory control - Keeping a running total - Check all deliveries - Be familiar with current prices - Check for damages and theft - Security of storage rooms J. Good business administration - Efficient records - Accurate records of all business transactions - Checkbooks - Records pertaining to - taxes - operation expenses - value of equipment - cost of equipment - insurance K. Daily records - Computerized register - inventory control - Computerized bookkeeping system L. Business failure - Insufficient capital - Inexperience - Poor location - Lack of employee training - Poor advertising - Poor management - Poor bookkeeping				

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Types of inspections food service establishments will encounter	A. County, state and federal agencies that inspect a food service operation yearly - Health department - Fire department - Insurance department - OSHA B. Possibility of inspection by - Landlord - Building inspector C. Any of the above agencies will inspect if a complaint is made against the establishment D. A "Right to Know" session regarding all hazardous chemicals is required by law for all employees	A. Oral communications B. Writing skills C. Vocabulary	Addition		A. The student will be able to list three agencies that will inspect food service establishments yearly B. The student will be able to pass a written test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Promoting effective food handling, preparation, holding and service consistent with local health laws	A. Recognition of healthful practices of food supplies as related to its source, protection from contamination wholesomeness upon receipt and prevention of misbranding in improper containers	A. Identifying main theme B. Oral communication C. Note taking skills D. Definitions E. Vocabulary F. Writing skills G. Pronunciation of terms H. Inferencing I. Spelling J. Visual observations	A. Addition B. Subtraction C. Time calculations	A. Fahrenheit scale on thermometer B. Identification of types of microorganisms C. Control of bacterial growth D. Elimination of viral contamination E. Effects of smoking	A. The student will be able to recognize and apply healthful practices B. The student will be able to identify correct food temperatures
II. Smoking regulations for restaurants	B. Monitoring proper temperatures as related to storage, cooking, holding and service C. Practice hygienic practices in the control of foodborne and communicable diseases D. Utilize food equipment and utensils according to the law E. The maintenance of sanitary facilities and controls as related to water supply drains, toilets and hand-washing facilities F. How to prevent infestation of insects, vermin and live animals with emphasis on proper storage of insecticides and rodenticides G. How to provide a safe and healthful environment as related to lighting, ventilation, floors, walls and ceilings H. How to comply with the legal requirements of the health department by knowing the rating placards and their color codes I. How often inspections are performed J. Know how to comply with smoking regulations				Written test C. The student will be able to know proper maintenance utilization techniques of food service equipment Performance test D. The student will be able to recite the legal requirements for Chapter 12 of the New Jersey Sanitary Code

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Rules for sanitation and safety in a food service operation	A. All employees should have high standards of grooming and personal hygiene B. All employees should wash hands before work, during work and after using toilet facilities C. Measures should be taken to avoid cross-contamination D. FIFO should be followed at all times E. Purchase supplies from reliable sources F. Purchase quality food G. Always remember - when in doubt, through it out	A. Following directions B. Oral communications C. Vocabulary D. Note taking skills		How bacteria can cross-contaminate other products	A. The student will be able to dress appropriately for their food service positions B. The student will be able to properly wash his/her hands whenever necessary C. The student will be able to identify and define cross-contamination and FIFO rules D. The student will be able to demonstrate a knowledge of the guidelines for choosing a reputable distributor

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Recycling laws for the State of New Jersey	A. Study the New Jersey Law of Recycling - separate garbage	A. Note taking skills	A. Weight and volume	A. Carcinogenic substances	A. The student will be able to identify all recycling categories
II. Problems of landfills	1. Glass	B. Oral communication	B. Ratio and proportion	B. Environmental effects	Practical test
III. Pollution caused by ocean dumping	2. Cans	C. Outlining	C. Percentages	C. Ecology	B. The student will be able to determine the effects of hazardous chemicals on the environment
IV. Health hazards of incinerators	3. Newspapers	D. Following directions	D. Measurement of area	D. Toxic waste	
	4. Plastics	E. Writing skills	E. Finances		
	5. Grass and leaves				
	6. All other garbage				
	B. Environmental protection				
	C. Reducing our landfills				
	D. Keeping our oceans clean				
	E. Reduce the volume of garbage				
	F. Cost effectiveness				
	1. Recycling				
	2. Landfills				
	3. Ocean Dumping				
	4. Incinerators				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Safety practices in electricity	A. Determine what current equipment uses B. How many appliances can be plugged into one outlet	A. Note taking skills B. Writing skills C. Vocabulary D. Following directions E. Interpretation skills		A. Do not overload an outlet B. Examine cords and plug regularly C. Receive instruction before using electrical equipment D. To disconnect current remove plug without pulling on cord E. Avoid wetting electrical cords F. Do not touch any metal while using any electrical apparatus G. Do not handle electrical equipment with wet hands H. Distinguish between 110 and 220 circuit on an electrical device I. Do not attempt to clean around an electrical outlet when equipment is plugged in J. In an emergency, turn off the main switch K. Circuit breaker automatically disconnects any current with a defective appliance L. Wipe spills	A. The student will be able to use electrical equipment in a safe manner B. The student will be able to pass a performance test

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Proper emergency treatment of skin burns	Emergency treatment of burns 1. First degree burns injuring only outer layer of skin a. cold water b. ice pack 2. Second degree burns injuring layer beneath the skin - blisters usually form a. run cold water over affected area b. apply ice pack 3. Third degree burns destroy all layers of the skin a. protect burned area by covering with a clean, dry cloth b. get patient to a hospital 4. Extensive burns over 15% of the body a. give appropriate emergency aid b. get patient to a hospital	A. Oral communications B. Outlining and note taking			A. The student will be able to report all injuries immediately B. The student will be able to distinguish between first, second and third degree burns

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. AIDS in the food service operation	A. People cannot contract AIDS by working or eating in a food service setting B. The AIDS virus is not transmitted through food or drink C. AIDS is not passed through the daily routines that occur in restaurants D. AIDS cannot be caught by working with someone who has AIDS or by eating food prepared by someone who has AIDS E. The infection is passed through blood or semen when a person with AIDS comes in contact with the blood-stream of another person	A. Oral communications B. Note taking skills			The student will be able to demonstrate an understanding that a food service employee, even in an extreme situation, has no risk of infection by the AIDS virus (Fact obtained by the National Restaurant Association)

UNIT: DINING ROOM EQUIPMENT

Page 18

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Learn to operate and clean equipment safely	Proper use and cleaning methods of equipment 1. Coffee machines a. Bun-O-Matic b. urn (stationary) c. urn (portable) 2. Microwave 3. Salad bar 4. Hot buffet 5. Chaffing dishes 6. Tray stands 7. Silverware 8. Trays 9. Fire extinguisher 10. Fire exits 11. First aid kit 12. Toaster 13. Handling china 14. Use of dining/kitchen doors	A. Oral communications B. Following directions C. Writing skills D. Vocabulary	A. Addition B. Subtraction C. Multiplication	A. Chemicals used for sanitizing B. Heating method of water molecules in microwave C. Use of carbon dioxide in fire extinguishers	A. The student will be able to demonstrate an understanding of the proper method to operate all equipment with 100% accuracy B. The student will be able to demonstrate a knowledge of the location of all equipment C. The student will be able to pass a performance test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Prepare cover for table settings	A. How to clean and polish dining room tables B. Identify different pieces of silverware C. Proper handling of silverware D. Proper handling of china-ware E. Identify different pieces and quality of chinaware	A. Vocabulary B. Following directions C. Oral communication D. Distinction E. Performance test F. Written test	A. Whole numbers B. Measurement ratio C. Multiplication	A. Chemicals used in sanitizing process B. Growth of harmful bacteria/germs C. Effects of bacteria resulting from improper handling of silverware	A. The student will be able to list and perform proper method of sanitizing/cleaning tables B. The student will be able to recognize proper usage of silverware list utensil usage C. The student will be able to properly handle silverware D. The student will be able to properly handle china in a sanitary and safe manner E. The student will be able to identify, arrange and list all pieces of china

UNIT: FOOD SERVICE DINING ROOM LAYOUT - CONTINUED

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TOPIC: PLACE SETTINGS (COVER)

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Set three tables (four covers per table) with proper placement of utensils and china for cover	A. Where to place silverware and china B. How to hold pieces of cover	A. Listening B. Vocabulary C. Following directions D. Oral communication E. Following directions F. Identification skills G. Performance testing H. Application of proper procedures	A. Whole numbers B. Multiplication	A. Why items are placed in particular sequence (i.e., silverware) B. Principles of sanitization, cleaning and polishing	A. The student will be able to place all cover pieces in their proper place B. The student will be able to prepare three tables with cover in a clean and sanitary fashion

TOPIC: CENTER OF TABLE LAYOUT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Choice of proper centerpiece and method of arrangement	A. Where items are stored B. How to properly place items to enhance patron eye appeal C. What items are to be placed on tables before patron arrives D. Identifying different types of center table settings	A. Vocabulary B. Following directions C. Oral communication D. Fact/Opinion distinction	Calculation of equal distance between table arrangement pieces for effective eye appeal		A. The student will be able to locate all items necessary to set the center of the table B. The student will be able to distinguish and coordinate the center of the table setting (to meet the needs of a special occasion) C. The student will be able to set up the center of the table in a correct and decorative manner

UNIT: HANDLING PATRONS

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TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Determine proper procedure in handling customers II. Avoid confrontations with customers	Types of patrons 1. Shy and timid 2. Talkative 3. Nervous 4. Allergenic 5. Kind 6. Senior 7. Obnoxious 8. Generous	A. Oral communications B. Writing skills C. Outlining		Psychology	A. The student will be able to service customers without any major confrontations B. The student will be able to determine when it is necessary to employ the assistance of a manager C. The student will be able to pass a performance test on the handling of patrons

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Seating the customers	A. Personality 1. Greeting the patron 2. Personal magnetism 3. Optimism 4. Self assertiveness 5. Initiative 6. Cheerfulness 7. Tact 8. Ability to smile 9. Appearance B. Be aware of reservation names C. Knowledge of different stations D. Know menu E. Be familiar with other employee attitudes	A. Visual B. Verbal C. Writing skills	A. Division B. Addition C. Subtraction D. Multiplication	Psychology	The student will be able to greet and seat customers to their satisfaction Performance test

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Serving the customer	A. Appearance and hygiene of server B. Greeting the customer C. Know the menu D. Taking the order E. Writing the guest check F. Placing the order G. Trays - Set up of trays - Tray stand - Proper handling H. Serving the meal - Courteous - Proper sequence - Prompt - Accurate I. Presentation of food and beverage J. Completion of guest check K. Presenting the guest check to patron L. Tip M. Sales psychology - Suggest specials - Adapt to needs of patron - time factor - diet - dessert - Be self confident	A. Verbal B. Visual C. Vocabulary D. Spelling E. Test taking skills F. Writing skills G. Following directions H. Culinary terms	A. Addition B. Subtraction C. Division D. Multiplication E. Percentages F. Tax table	Psychology	A. The student will be able to provide proper service techniques B. The student will be able to effectively handle an increased number of customers - Written test - Performance test

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Assist in set up of dining room	A. Assist waiter/waitress in set up of dining room	A. Interaction with service and kitchen personnel			A. The student will be able to properly stack a bus cart
II. Clear dirty plates and utensils from guest tables	B. Proper and timely clearing of guest tables utilizing buspan or trays	B. Verbal			B. The student will be able to observe the proper techniques of service performed by the waiter/waitress
III. Empty bus cart by dishwashing machine	C. Proper method of emptying bus cart by dishwashing machine D. Procedure for disposal of uneaten food				Performance test
79					80

UNIT: SALAD BAR ATTENDANT

Page 26

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Set up a salad bar	A. Position salad bar	A. Verbal	A. Addition	A. Chemicals used in sanitizing process	A. The student will be able to safely and properly set up the salad bar
II. Refill food and beverage products	B. Properly clean and sanitize buffet unit and sneeze guard	B. Visual	B. Subtraction	B. Growth of harmful bacteria/germs	B. The student will be able to properly clean and sanitize the unit
III. Breakdown and refrigerate leftover food and beverage items	C. Plug into electrical current and turn on unit 1. Refrigeration unit 2. Lighting components	C. Culinary terms	C. Culinary measurements	C. Effects of bacteria resulting from improper cleaning	C. The student will be able to recognize the need for replenishing food and beverages
IV. Properly store salad bar unit	D. Fill salad bar with food and beverage utilizing proper containers and position	D. Following directions	D. Portion control amounts		D. The student will be able to properly breakdown and store the unit
	E. Placement of proper service utensils and china				
	F. Refill depleted items				
	G. Maintain proper standards of cleanliness				
	H. Breakdown process 1. Transport food to kitchen 2. Turn off electrical supply and unplug 3. Store wires properly 4. Clean and sanitize unit				
					Performance test

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Set up, general maintenance and clean up of kitchen side area	Back of house 1. Keep area clean 2. Set up and put away clean dishes 3. Keep coffee pots filled a. regular b. decaffeinated 4. Assist waiter/waitress when possible 5. Keep reach-in refrigerator clean 6. Set up coffee and cups in morning	A. Following directions B. Oral communications		Use of sanitizing chemicals	A. The student will be able to clean and maintain an orderly area 1. Dishes put away 2. Coffee area clean B. The student will be able to manage time and energy efficiently in the kitchen

UNIT: EXPEDITER

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TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Coordinate activities between front and back of the house	A. Knowledge of the menu B. Proper service techniques C. Presentation of food on plate D. Familiar with guest checks E. Procedures for placement of the order F. Insure prompt delivery of guest orders		Time calculations		A. The student will be able to place orders promptly with proper waiter/waitress B. The student will be able to follow up orders and delivery to the waiter/waitress Performance test

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Operating a cash register	A. Learning symbols of cash register keys	A. Note taking skills	A. Addition		
	B. Setting up a bank	B. Vocabulary	B. Subtraction		
II. Money transactions	C. Position of money in drawer	C. Writing skills	C. Multiplication		
	D. Entering guest check	D. Following directions	D. Division		
	E. Money transactions	E. Oral communication	E. Percentages		
	1. Cash	F. Diagrams	F. Tax table		
	2. Check	G. Test taking skills			
	3. Credit cards	H. Filling out forms			
	a. VICA				
	b. Mastercard				
	c. Discover				
	d. American Express				
	e. house account				
	F. Proper methods of payment entries				
	G. Making change				
	H. Avoid interruptions				
	I. Security of cash register				
	J. Recognizing counterfeit currency				
	K. Closing out the register				
	1. Use of X and Z keys				
	2. Submission of bank to proper authority				
	3. Daily balance sheet				

UNIT: BUFFET

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TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. What is a buffet B. When is it necessary to use a buffet as a form of service/presentation of food C. How often should you have a buffet D. How to differentiate between a hot and cold buffet E. What type of dinnerware is used for different types of buffets	A. Identifying main theme B. Oral communications C. Design and layout D. Fact/Opinion distinction	Distance measurements	Hot and cold buffet - balance of nutritional benefits	A. The student will be able to recite meaning of buffet and how to use it effectively B. The student will be able to identify hot and cold buffet pieces C. The student will be able to arrange buffet/ dinnerware

UNIT: BUFFET - CONTINUED

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TOPIC: HOT BUFFET ATTENDANT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Set up a hot buffet	A. Position hot buffet	A. Verbal	A. Addition	A. Chemicals used in sanitizing process	A. The student will be able to safely and properly set up the hot buffet
II. Fill and refill food products	B. Properly clean and sanitize buffet unit and sneeze guard	B. Visual	B. Subtraction	B. Growth of harmful bacteria/germs	B. The student will be able to properly clean and sanitize the unit
III. Breakdown and refrigerate leftovers	C. Plug in electrical supply and turn on 1. Heating unit 2. Lighting components	C. Culinary terms	C. Culinary measurements	C. Effects of bacteria resulting from improper cleaning	C. The student will be able to recognize the need for replenishing food
IV. Properly clean and store hot buffet unit	D. Fill buffet unit with hot water E. Fill buffet unit with food placed in proper location F. Placement of service utensils, plates and bowls G. Refill depleted food items H. Maintain proper standard of cleanliness I. Breakdown of hot buffet 1. Transport food to kitchen 2. Turn off electrical supply and unplug 3. Store wires properly 4. Clean and sanitize unit	D. Following directions	D. Portion control amounts		D. The student will be able to properly breakdown and store the unit Performance test

UNIT: BUFFET - CONTINUED

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TOPIC: CHAFING DISH/BUFFET ATTENDANT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Set up chafing dishes	A. Position and set up chafing dish station	A. Verbal	A. Addition	A. Chemicals used in sanitizing process	A. The student will be able to safely and properly set up chafing dishes
II. Fill and refill food	B. Locate and unpack chafing dishes	B. Visual	B. Subtraction	B. Growth of harmful bacteria/germs	B. The student will be able to properly clean and sanitize chafing dishes
III. Breakdown and store leftovers	C. Assemble and transport to proper station	C. Culinary terms	C. Culinary measurements	C. Effects of bacteria resulting from improper cleaning	C. The student will be able to recognize the need for replenishing food
IV. Properly store chafing dishes	D. Inspect for cleanliness	D. Following directions	D. Portion control amounts		D. The student will be able to breakdown and store components of chafing dishes
	E. Position chafing dishes on table				Performance test
	F. Fill with hot water				E. The student will be able to list procedures for set up
	G. Insert sternos and light				
	H. Placement of serving utensils				
	I. Transport food to chafing dishes				
	J. Cover chafing dishes prior to service				
	K. Uncover for service				
	L. Breakdown				
	1. Transport food to kitchen				
	2. Extinguish flame from sternos				
	3. Store or dispose of sternos				
	4. Clean and sanitize				
	5. Store all parts of chafing dishes				

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilizing the proper decorations in a food service operation	A. Types of decorations 1. Seasonal 2. Political 3. Promotional 4. Special events 5. Holidays B. Things to consider when decorating 1. Atmosphere 2. Change 3. Lighting 4. Comfort 5. Eye appeal	A. Identifying main ideas B. Note taking skills C. Oral communications	A. Balancing B. Length measurements C. Division	A. Psychology B. Color coordination	A. The student will be able to decorate the dining room for different holidays and functions B. The student will be able to pass a performance test on restaurant decorations

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Different types of service	Types of service 1. Fast food 2. Cafeteria 3. Banquet 4. Buffet 5. French 6. American 7. Family style 8. Cocktail hours 9. Viennese table	A. Note taking skills B. Oral communications C. Vocabulary D. Fact/Opinion distinction			A. The student will be able to list five different types of service B. The student will be able to distinguish the difference between two different types of service

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Proper use of table settings with linens and designated napkin folds	A. How to handle linens properly B. Correct usage C. Cleanliness of linens and napkins D. Usage of linens versus paper E. Cost F. Color coordination G. Napkin folds 1. Fan 2. Fortune cookie or tent fold 3. Free flow fold 4. Bow 5. Twin towers 6. Pocket fold	A. Vocabulary B. Following directions C. Oral communications	Geometry	Chemicals used in the cleaning process	A. The student will be able to fold three different types of napkin folds B. The student will be able to demonstrate the proper method of setting tables with linens C. The student will be able to pass a performance test

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Explain the importance of recognizing the type of telephone service necessary in a food service area A. Front of house B. Back of house	A. Type of phone service 1. What company 2. Cost - service charge 3. Number of phones 4. Number of lines 5. Phone - table service 6. Extra phone services a. call waiting b. conference calling 7. Public telephone located in or near business	A. Functional reading skills B. Oral communications C. Outlining and note taking D. Vocabulary E. Following directions	A. Addition B. Subtraction C. Measurements		A. The student will be able to demonstrate a knowledge of the techniques necessary to adapt a phone system in a food service restaurant B. The student will be able to demonstrate proper usage of a telephone in a food service operation C. The student will be able to utilize the telephone company's services efficiently D. The student will be able to list uses of a telephone directory E. The student will be able to pass a written test and performance test on the telephone
II. Develop an understanding of proper use of the telephone in a food service establishment	B. Use of the telephone 1. Make, change or confirm reservations 2. Answer questions 3. Receive messages 4. Order equipment or supplies 5. Effective means of promoting business 6. Standard rules for employee use of telephone				
III. Effective and efficient use of the telephone	C. Utilizing the telephone 1. Collect calls 2. 411 - Information (charge) 3. Dial out of state information 4. 800 Information 5. 0 - Operator 6. Credit card calls D. Telephone book - color coded 1. Residential and business 2. Government numbers 3. Index 4. Buyer's guide 5. Discount coupons 6. New Jersey zip codes 7. Emergency numbers 8. Community interest showcase a. sports/recreation b. transportation c. entertainment d. maps (county & street) e. calendars f. area and zip codes g. state abbreviations h. 976 - numbers				

UNIT: RESERVATIONS

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TOPIC: BANQUET RESERVATIONS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Procedures used in booking large functions	A. Customer name and phone number B. Information needed 1. Date, time and location of event 2. Type of service 3. Choices of entree 4. Color/theme 5. Centerpieces 6. Pictures a. still b. video 7. Music 8. Favors a. napkins b. hats c. matches 9. Number of people 10. Standard rates for bookings a. allow for increase b. do not under estimate C. Inform chef and staff members D. Discuss payment 1. Cancellation procedures - set standard policy 2. Percentage of payment for cancellations 3. No show policy	A. Oral communications B. Writing skills C. Use of forms D. Following directions E. Outlining and note taking	A. Addition B. Subtraction C. Multiplication D. Division E. Percentage	Geometry	The student will be able to list the necessary information for booking a party

UNIT: RESERVATIONS - CONTINUED

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TOPIC: DAILY RESERVATIONS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Procedures for booking daily dinner reservations	A. Booking reservations 1. Accurate information 2. Obtain name, date, time and phone number 3. Allow time for quality service 4. Allow time for table turnover 5. Inform head chef of reservations as soon as possible B. Reservationist 1. Pleasing voice 2. Personality 3. Attractive appearance 4. Knowledge of menu and services 5. Be familiar with preparation time 6. Patience 7. Proper training of rules and regulations of facility 8. Cross-training, whenever possible	A. Oral communications B. Writing skills	A. Addition B. Subtraction C. Multiplication		The student will be able to list the necessary information needed to accurately book a dinner reservation

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Basic five food groups	A. The relationship between food and health B. Learn the basic five food groups 1. Milk group 2. Meat group 3. Fruit and vegetable group 4. Grain group 5. Combination group C. Also listed is "others category" D. Sensible diet E. Good nutrition	A. Oral communications B. Writing skills C. Fact/Opinion distinction	Addition	Inter-relationship of nutrients in the growth and development of the body	A. The student will be able to discuss the role of good nutrition in the daily diet B. The student will be able to list and identify the basic five food groups C. The student will be able to demonstrate an understanding of the mutual connection between good health and good eating habits

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Develop in-depth awareness of the hiring process	A. Complete application 1. Accurate information 2. Type if possible 3. Perfect copy B. Personal interview 1. Salary 2. Benefits C. Departmental interview D. Office of employment E. New hire processing F. Wardrobe G. New hire orientation H. First day on job I. Evaluation	A. Writing skills B. Oral communications C. Job application skills		Psychology	A. The student will be able to complete a job application neatly and accurately B. The student will be able to feel comfortable and be prepared during a job interview C. The student will be able to pass a written test and performance test on the hiring process

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. To introduce the role marketing plays in the food service industry	Emphasis on the nine P's of hospitality 1. Product 2. People 3. Packaging 4. Programming 5. Place 6. Promotion 7. Partnership 8. Public relations 9. Pricing	A. Vocabulary B. Oral communications C. Fact/Opinion distinction D. Outlining and note taking E. Interpretation skills	A. Addition B. Subtraction C. Division D. Multiplication		A. The student will be able to list and define the nine P's of hospitality B. The student will be able to utilize the proper marketing procedures C. The student will be able to choose a product and plan a promotion

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Evaluate the profitability of a menu	A. How to evaluate a menu 1. Adequate number of gross profit items 2. Selection of popular items - seasonal 3. Balance of high and low prices 4. Does pricing meet competition 5. Portion size and cost 6. Does menu reflect a. labor requirements b. energy needs c. higher check average 7. Can items selected be controlled in cost B. Design and layout 1. Pay the price 2. Product positioning 3. Color	A. Oral communications B. Writing skills C. Fact/Opinion distinction	Geometry	A. Color combinations B. Psychology	A. The student will be able to demonstrate an understanding of menu communication B. The student will be able to effectively organize and design a menu C. The student will be able to promote standards that will effectively increase sales and profits dramatically

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Use of proper size china to insure portion control	A. To insure portion control 1. Use different sizes and shapes of dishes 2. Juice glasses a. four ounce b. six ounce c. eight ounce 3. Coffee a. standard cup of coffee - six ounces not eight ounces b. mugs generally seven ounces or more 4. Standard entree portion is four ounces 5. Take into consideration other beverage and food serviced - including dessert	A. Problem solving B. Oral communications C. Interpretation skills	A. Measurements 1. Volume 2. Weight B. Geometry	Psychology	

UNIT: FOOD SERVICE EQUIPMENT COST

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TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Understanding the importance of proper use and maintenance of equipment	A. Why equipment is so expensive	A. Oral communications	A. Addition		A. The student will be able to develop a respect for equipment
	B. The importance of proper maintenance of equipment	B. Written communications	B. Subtraction		B. The student will be able to properly utilize an equipment catalogue
	C. Use of equipment for the purpose for which is was designed	C. Functional reading skills	C. Depreciation cost		C. The student will be able to list five prices for each piece of equipment
II. Proper usage of equipment catalogues	D. Cost of equipment		D. Percentage		D. The student will be able to gain a perspective of equipment cost
	1. Table and chairs				E. The student will be able to pass a written test and performance test on food service equipment
	2. Linens				
	a. tablecloths				
	b. napkins				
	c. towels				
	3. Rolling cart				
	4. Hot and cold buffet				
	5. Six foot tables				
	6. Serving utensils and silverware				
	7. China				
	8. Coffee pots				
	a. silver				
	b. glass				
	9. Trays				

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Procedures for developing and maintaining business records	A. Requirements of a good system 1. Simple to use 2. Easy to understand 3. Reliable 4. Accurate 5. Consistent 6. Designed to provide information on a timely basis B. Minimum records required 1. Sales 2. Cash 3. Cash disbursements 4. Accounts receivable C. Bank reconciliations D. Understanding of debits and credits	A. Oral communications B. Writing skills C. Vocabulary	A. Addition B. Subtraction C. Division D. Multiplication		A. The student will be able to demonstrate an understanding of how to complete the accounting cycle B. The student will be able to demonstrate an understanding of the parts of an invoice C. The student will be able to demonstrate and understanding of the terms of payment a food service company offers D. The student will be able to pass a written test and a performance test on accounting procedures

CULINARY

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Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. School rules and regulations	A. Student rights and responsibilities B. Student grievance procedures C. Student expectations D. School code of discipline E. Attendance and graduation policy F. Student transfers G. Grading system H. Accidents I. Bedside instruction J. Cooperative Industrial Education (C.I.E.) K. Driving policy L. Drug and alcohol policy M. Early dismissal procedures N. Lockers O. Driver permits P. School closing procedures Q. Smoking R. Student progress reports S. Telephones T. Theft U. Tools and equipment V. Vocational Industrial Clubs of America (VICA)	A. Outlining and note taking B. Filling out forms C. Oral communication D. Test taking skills E. Functional reading skills (Student Handbook)			A. The student will know what is expected of him/her for the school year in order to promote effective learning conditions Written test B. The student will know the standards to be met within the school and classroom Written test

TOPIC: STUDENT CONTRACT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
II. Understanding the Student Contract	A. Attendance B. Request for make-up work C. Extra help with assignments or lessons D. Homework assignments E. Requirements for each marking period F. Notebooks, etc. G. Field trips H. Passing test grade I. Daily grading system J. Lockers K. Student dress code L. Daily cleaning duties	A. Outlining and note taking B. Filling out forms C. Oral communications D. Test taking skills E. Functional reading skills (Student Contract)			A. The student will know what is expected of him/her for the school year in order to promote effective learning conditions Written test B. The student will know the standards to be met within the school and classroom Written test

TOPIC: ELECTRICAL SAFETY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
III. Safety practices in electricity	A. Use only one plug to each outlet B. Examine cords and plugs regularly C. Receive instruction before using electrical equipment D. To disconnect current, remove plug without pulling on cord E. Avoid wetting electrical cords F. Do not touch any metal while using any electrical apparatus G. Do not handle electrical equipment with wet hands H. Do not attempt to clean around an electrical outlet when equipment is plugged in I. In an emergency, turn off the main switch J. The circuit breaker automatically disconnects any current with a defective appliance	A. Outlining and note taking B. Oral communications C. Following directions D. Test taking skills		Electricity	The student will be able to use electrical equipment in a safe manner Written test Performance test

UNIT: EQUIPMENT

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TOPIC: SAFETY, SANITATION AND USE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Understanding of safety and sanitation in food services	A. Protect self and others	A. Functional reading skills	A. Whole numbers	A. Bacteria growth temperatures	A. The student will be able to match terms related to safety and sanitation with the correct definition
	B. Observe rules and regulations	B. Outlining and note taking	B. Measurements	B. Use of cleaning compounds	B. The student will be able to identify safety hazards
	C. Proper use and sanitation of equipment	C. Oral communications	C. Temperature use	C. Principles of sanitation and sterilization	C. The student will be able to conduct a safety and sanitation inspection
II. Proper use of various food service equipment	D. Bacteria growth	D. Following directions	D. Decimals	D. Wash and rinse cycle temperatures	D. The student will be able to recognize holding temperatures of prepared foods
	E. Foodborne illnesses	E. Vocabulary		E. Foodborne illnesses	E. The student will be able to conduct a fire inspection
	F. Fire hazards	F. Test taking skills			F. The student will be able to list and identify foodborne illnesses
	G. Temperatures of prepared food				G. The student will be able to apply all safety precautions
	H. Proper rotation of food products				
	I. Importance of sanitation				
	J. Proper handling methods of food preparation				
	K. Environment protection				
	L. Proper use of various equipment				
	1. Jackson dishwasher				
	2. Steam kettle				
	3. Steam jacket				
	4. Stack oven				
	5. Convection oven				
	6. Electric range				
	7. Gas range				
	8. Ovens				
	9. Electric $\frac{1}{2}$ broiler				
	10. Coffee maker				
	11. Sandwich bain marie				
	12. Slicer				
	13. Fifteen quart mixer				
	14. Food processor				
	15. PHX				
	16. Fryer				
	17. Sauce pans				
	18. Saute pans				
	19. Soap pots				
	20. Strainers				
	21. China cups				
	22. China vases				

182 TOPIC: SAFETY, SANITATION AND USE - CONTINUED

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	23. Omelet pans 24. Stock pots 25. French knife 26. Bening knife 27. Pearing knife 28. Slicer knife 29. Potatoe peeler 30. Proof box 31. Scales 32. Pound scales 33. Ounce scales 34. Serated slicer 35. Blender 36. Can opener 37. Slotted spoons 38. Serving spoons 39. Skimmer 40. Ladles 41. Whips 42. Egg slicer 43. Corer 44. Meat tenderizer 45. Cleaver 46. Spatulas 47. Measuring cups 48. Measuring spoons 49. Soup Bain Maries 50. Mixing bowls 51. Cutting boards 52. Baker's table 53. Workbench 54. Chaffing dishes 55. Hotel pans 56. Sheet pans 57. $\frac{1}{2}$ hotel pans 58. $\frac{1}{2}$ sheet pans 59. Roasting pans 60. Rondues 61. Quart containers 62. Pint containers 63. $\frac{1}{2}$ gallon containers 64. Gallon containers 65. Five gallon containers 66. Gallon measure 67. $\frac{1}{2}$ gallon measure				

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Understanding of vocabulary terms related to cooking	Various vocabulary terms used in the cooking field 1. A la carte 2. A la king 3. A la mode 4. Allumette 5. Aspic 6. Au gratin 7. Au jus 8. Au naturel 9. Croutons 10. Bain Marie 11. Baking 12. Lard 13. Baste 14. Batter 15. Bernaise 16. Bechamel 17. Beurre 18. Beurre noir 19. Beurre noisette 20. Bind 21. Bisque 22. Blanc 23. Blanch 24. Blinis 25. Boeuf 26. Borscht 27. Bouchee 28. Bouillabaisse 29. Bouillon 30. Bouquetiere 31. Brazier 32. Breton 33. Brine 34. Brochette 35. Brunoise 36. Buffet 37. Canape 38. Canard 39. Capon 40. Caviar 41. Cepes 42. Chasseur 43. Chateaubriand 44. Chaud-froid 45. Chef 46. China cup 47. Clarify 48. Condiments	A. Functional reading skills B. Outlining and note taking C. Vocabulary D. Following directions E. Writing skills F. Test taking skills			The student will be able to list and define all vocabulary terms

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
134	49. Consomme 50. Court bouillon 51. Crepe 52. Crepe suzette 53. Deglaze 54. Demi 55. Demi glaze 56. Dice 57. Dredging 58. Drippings 59. Dusting 60. Emince 61. Escoffier 62. Farci 63. Filet 64. Foie-gras 65. Fondue 66. Force meat 67. Forestiere 68. Fricassee 69. Froid 70. Fromage 71. Fumet 72. Garnish 73. Gnocchi 74. Gourmet 75. Gratinee 76. Gruyere 77. Gumbo 78. Hors d'oeuvres 79. Julienne 80. Jus 81. Larding 82. Leek 83. Legumes 84. Liaison 85. Lyonnaise 86. Madrilene 87. Maitre d' hotel 88. Marsala 89. Menu 90. Meringue 91. Minced 92. Mousse 93. Okra 94. Papillote 95. Pastry bag 96. Poaching 97. Poisson 98. Poulet 99. Perfiterolles 100. Puree				135

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	101. Ragout 102. Reduce 103. Rendering 104. Rissole 104. Roe 106. Sabayon 107. Saffron 108. Searing 109. Skewering 110. Souffle 111. Spumoni 112. Steeping 113. Steer 114. Sterilizing 115. Sweetbreads 116. Timbals 117. Tartar steak 118. Tournedoes 119. Truffles 120. Veloute 121. Vert 122. Viande 123. Vichyissois 124. Vol au vent 125. Vitamins 126. Whipping 127. Yorkshire pudding 128. Zabaglione				

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Apply and use various cooking methods as needed	Definition of the following cooking methods 1. Steam 2. Boil 3. Simmer 4. Poach 5. Baking 6. Roast 7. Braise 8. Saute 9. Deep fry 10. Pan broil 11. Broil 12. Grill	A. Functional reading skills B. Outlining and note taking C. Vocabulary D. Following directions E. Expository writing skills F. Test taking skills	A. Whole numbers B. Weights and measurements C. Temperature D. Portions E. Yields	A. Heat distribution B. Calibration C. Energy D. Earth science E. Chemical reaction when heat is applied F. Understanding temperature	A. The student will be able to apply all cooking methods B. The student will be able to choose the proper cooking method for each ingredient C. The student will be able to figure portion of prepared food items

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Preparation of various types of breakfast foods	A. Eggs - Types - Grading and sizing - Nutrition B. Meats used - Ham - Bacon - Sausage - Pork roll C. History of meats D. Vitamins and nutrients E. Preparation of various types of breakfast foods - Eggs - poached eggs - eggs up - eggs over light - eggs over medium - eggs over hard - basted eggs - three minute eggs - hard boiled eggs - Omelets - cheese omelet - mushroom omelet - spanish omelet - sausage omelet - bacon omelet - vegetable omelet - plain omelet - swiss omelet - cheddar omelet - broccoli omelet - western omelet - eastern omelet - Eggs with meats - ham and eggs - ham and eggs country style - bacon and eggs - bacon and eggs country style - sausage and eggs - pork roll and eggs	A. Functional reading skills B. Oral communications C. Outlining and note taking D. Vocabulary E. Writing skills F. Following directions G. Test taking skills	A. Whole numbers B. Division C. Multiplication D. Cost breakdown E. Proportion F. Temperature G. Weights and measurements H. Menu pricing	A. Heat distribution B. Chemical reaction in ingredients C. Curing methods used in meat preparation D. Chemicals used in curing meats E. Anatomy of animals F. Nutrition	A. The student will be able to prepare various types of eggs B. The student will be able to prepare assorted types of breakfast meats C. The student will be able to write and cost out a breakfast menu D. The student will be able to prepare other breakfast foods, such as pancakes, French toast, omelets, potatoes, etc. E. The student will be able to prepare various foods at one time as ordered F. The student will be able to demonstrate a knowledge of all breakfast cooking terminology G. The student will be able to create his/her own type of omelet

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	4. Sandwiches a. pepper and egg b. bacon and egg c. ham and egg d. pork roll e. pork roll and cheese f. pork roll, egg and cheese 5. Eggs with hash a. corned beef hash and eggs b. roast beef hash and eggs c. turkey hash and eggs 6. Potatoes a. hash browns b. home fries c. home fries with peppers 7. Pancakes a. plain b. stuffed apple c. stuffed blueberry 8. French toast a. plain b. continental 9. Fritters 10. Crepes a. plain b. orange c. crepe suzette 11. Quiche a. spinach b. mushroom c. quiche Lorraine 12. Breads a. toast b. cinnamon toast c. english muffins 13. Condiments a. syrup b. jelly				143

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Preparation of assorted hot and cold sandwiches	A. Sanitation B. Presentation C. Various breads D. Spreads E. Accompaniment garnish F. Types of sandwiches 1. Closed 2. Decker 3. Hot closed 4. Grilled 5. Cold 6. Ribbon G. Preparation of various types of sandwiches 1. Turkey sandwich 2. Turkey club 3. Turkey salad sandwich 4. Hot turkey sandwich 5. Grilled turkey and swiss 6. Hot pastrami sandwich 7. Hot corned beef sandwich 8. Reuben 9. Monte Cristo 10. Corned beef, pastrami and swiss with Russian dressing 11. Ham sandwich 12. Ham and American cheese 13. Ham and swiss 14. Ham salad sandwich 15. Ham and egg sandwich 16. Fresh ham sandwich 17. Hot fresh ham sandwich 18. Baked ham sandwich 19. Baked ham and fruit sauce sandwich 20. Grilled cheese and ham 21. Grilled cheese and bacon 22. Grilled cheese and tomato 23. Grilled cheese, bacon and tomato - open 24. Grilled cheese, bacon and tomato - closed	A. Functional reading skills B. Vocabulary C. Outlining and note taking D. Writing skills E. Following directions F. Oral communications	A. Whole numbers B. Weights and measurements C. Ratio and proportion D. Cost breakdown E. Yields	A. Earth science B. Foodborne illnesses C. Temperatures	A. The student will be able to prepare hot sandwiches B. The student will be able to prepare cold sandwiches C. The student will be able to list ingredients of various sandwiches D. The student will be able to list assorted garnishes E. The student will be able to portion meats and price sandwiches accordingly

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	25. Cheese sandwich 26. Pork roll sandwich 27. Pork roll and cheese 28. Bacon and egg sandwich 29. Bacon, egg and cheese 30. Sausage sandwich 31. Hot beef sandwich 32. Roast beef sandwich 33. Steak sandwich 34. Cheesesteak sandwich 35. Cheesesteak, peppers and onions 36. French dip sandwich 37. Sliced steak sandwich 38. Meatball sandwich 39. Hamburger 40. Cheeseburger 41. Bacon cheeseburger 42. Sloppy Joe's 43. Salami sandwich 44. Liverwurst sandwich 45. Submarine sandwich 46. Bacon, lettuce and tomato 47. Tuna, lettuce, tomato and hard boiled egg 48. Egg salad sandwich 49. Tuna salad sandwich				

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identify vegetable and salad greens	A. Various types of salad greens and vegetables	A. Functional reading skills	A. Weights and measurements	A. Earth science	A. The student will be able to identify various types of greens and vegetables
	B. Growing regions	B. Oral communications	B. Whole numbers	B. Agriculture	
II. Salad and dressing preparation	C. Proper preparation	C. Vocabulary	C. Proportions	C. Weather effects	B. The student will be able to identify shapes and sizes of various cuts of vegetables
	D. Ingredients	D. Following directions	D. Division	D. Emulsions	C. The student will be able to prepare various types of salads as requested
	E. Cutting shapes and sizes	E. Outlining and note taking	E. Multiplication	E. Chemical reaction of various food items	D. The student will be able to demonstrate a knowledge of the preparation of certain types of salads
	F. Emulsion dressing		F. Yields	F. Regions of growing	E. The student will be able to prepare emulsion dressings
	G. Creative blending		G. Cost breakdowns		F. The student will be able to prepare vinaigrette dressings
	H. Cause and effect of prices				G. The student will be able to apply vocabulary terms as needed
	I. Preparation of various types of salads				
	1. Carrot and raisin salad				
	2. Potato salad				
	3. Cole slaw				
	4. German cole slaw				
	5. Waldorf salad				
	6. Macaroni salad				
	7. Tossed salad				
	8. Vegetable salad				
	9. Three bean salad				
	10. Artichoke salad				
	11. Fruit salad				
	12. Citrus salad				
	13. Asparagus salad				
	14. Spinach salad				
	15. Caesar salad				
	16. Garden salad				
	17. Cold rice salad				
	18. Chicken salad				
	19. Egg salad				
	20. Tuna salad				
	21. Pickled fish salad				
	22. Ham salad				
	23. Turkey salad				
	24. Seafood salad				
	25. Squid salad				
	26. Tortellini salad				
	27. Pasta salad				
	28. Deviled eggs				
	29. Salmon salad				
	30. Hearts of lettuce salad				
	31. Eggs a la russe				
	32. Shrimp salad				
	33. Lobster salad				

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
150	J. Preparation of various types of dressings 1. Russian dressing 2. Mayonnaise dressing 3. French dressing 4. Caesar dressing 5. Egg dressing 6. Ranch dressing 7. Herb dressing 8. Blue cheese dressing 9. Italian dressing 10. Vinaigrette dressing 11. Vegetable vinaigrette 12. Creamy garlic dressing 13. Cocktail sauce 14. Tartar sauce 15. Remoulade sauce 16. Cold dill sauce 17. La russe dressing				151

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Preparation of the five leading sauces and stocks	A. Sauces - Five leading sauces - tomato - hollandaise - chicken velouté - fish veloute - brown - Ingredients of sauces - Thickening agents - buerre manie - roux - pale roux - white roux - cornstarch - flour and water - arrowroot - Methods of preparation - Cooking times - Preparation of various types of sauces - bordealse sauce - chaud froid sauce - orange sauce - white clam sauce - red clam sauce - mediterranean clam sauce - chasseur sauce - red wine sauce - pan beef gravy - pan turkey gravy - pan chicken gravy - mederia sauce - Robert sauce - newberg sauce - American sauce - Béarnaise sauce - bon fem sauce - duglere sauce - creole sauce - espagnole sauce - veal velouté - Béchamel sauce - demi glaze - glaze de viande	- Functional reading skills - Oral communications - Outlining and note taking - Vocabulary - Writing skills - Test taking skills	- Whole numbers - Weights and measurements - Temperature - Proportion - Yields - Quantities	- Chemical reactions - Earth science - Nutrients - Vitamins - Chemicals in food products - Bacteria - Bone structure - Anatomy of animals - Blood and bone marrow - Heat as energy - Emulsions	- The student will be able to prepare the five leading sauces - The student will be able to prepare various stocks - The student will be able to demonstrate a knowledge of animal bones and anatomy - The student will be able to demonstrate a knowledge of chemicals contained in food products - The student will be able to demonstrate a knowledge of heat application

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	B. Stocks 1. Ingredients 2. Methods of preparation 3. Cooking times 4. Preparation of various types of stocks a. chicken stock b. white veal stock c. brown veal stock d. fish stock e. court bouillon				

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Preparation of soups	A. Methods of preparation B. Extracting flavor C. Ingredients D. Purchasing E. Quantities F. Preparation of various soups 1. Chowders a. Manhattan clam chowder b. New England clam chowder c. Maryland clam chowder 2. Cream soups a. cream of broccoli b. cream of asparagus c. cream of cauliflower d. cream of carrot e. cream of celery f. cream of onion g. cold cream of cucumber h. cream of chicken i. cream of mushroom j. cream of tomato 3. Minestrone soup 4. Spinach soup 5. Onion soup 6. Cheddar cheese soup 7. Chilled broccoli soup 8. Chicken soups a. chicken broth b. chicken and noodle c. chicken and rice d. country chicken and rice e. chicken a la rein f. chicken and lemon 9. Old fashioned cabbage soup 10. Egg drop soup 11. Lamb broth with barley soup 12. Beef barley soup	A. Functional reading skills B. Writing skills C. Outlining and note taking D. Following directions E. Vocabulary F. Oral communications G. Test taking skills	A. Weights and measurements B. Division C. Multiplication D. Addition E. Ratio and proportions F. Portions	A. Chemical reactions B. Temperatures C. Earth science D. Acids and chemicals in foods E. Nutrients F. Vitamins	A. The student will be able to prepare soups, thick and thin B. The student will be able to prepare certain quantities of soup as need by math application C. The student will be able to demonstrate an understanding of ingredients and the natural chemicals found within them D. The student will be able to demonstrate a knowledge of the methods of purchasing and packing of foods E. The student will be able to apply different cooking methods for soup preparation F. The student will be able to demonstrate a knowledge of the correct terminology

122 TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	13. Pea soup fresh 14. Split pea soup 15. Navy bean soup 16. Black bean soup 17. Seafood bisque				
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UNIT: MEATS

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TOPIC: BEEF, LAMB AND PORK

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identification and preparation of meats	A. Meats 1. Beef 2. Veal 3. Lamb 4. Pork B. Cuts 1. Commercial 2. Wholesale 3. Primal C. Terminology D. Species E. Handling by slaughter F. Muscle tissue G. Grading system H. Raising I. Confirmation J. Preparation of various meat dishes 1. London broil 2. Broiled filet mignon 3. Roast tenderloin of beef 4. Tornadoes of beef 5. Pastrami 6. Beef a la Dutch 7. Saute tenderloin tip 8. Beef stroganoff 9. Pepper steak 10. Meatballs 11. Roulads of beef 12. Sirloin steak 13. Roast sirloin 14. Sliced steak 15. Steak au poive 16. Steak Diane 17. Steak with wild mushrooms 18. Beef burgundy 19. Beef stew 20. Beef rague 21. Swiss style beef cubes 22. Swiss steak	A. Oral communications B. Functional reading skills C. Outlining and note taking D. Vocabulary E. Following directions F. Writing skills G. Interpretation of charts	A. Whole numbers B. Fractions C. Proportions D. Yields E. Cost breakdown F. Decimals	A. Earth science B. Anatomy C. Heat application D. Nutrition E. Foodborne illnesses F. Bacteria growth G. Chemical reactions H. Agriculture	A. The student will be able to demonstrate a knowledge of the various cuts of beef, lamb and pork B. The student will be able to demonstrate a knowledge of the bone structure of beef, lamb and pork C. The student will be able to demonstrate a knowledge of the raising of beef, lamb and pork D. The student will be able to slice various forms of beef, lamb and pork E. The student will be able to demonstrate a knowledge of meat terminology F. The student will be able to prepare various beef, lamb and pork dishes

UNIT: MEATS - CONTINUED

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TOPIC: BEEF, LAMB AND PORK - CONTINUED

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
162	23. Carbonads of beef 24. Stuffed peppers 25. Corned beef 26. Stuffed cabbage 27. Hamburgers 28. Chop steak 29. Salisbury steak 30. Meatloaf 31. Chili 32. Texas chili 33. Barbecued beef 34. Sloppy Joe's 35. Pot roast 36. Roast top round 37. Short ribs of beef 38. Prime ribs 39. Shoulder steak 40. Chuck steak 41. Minute steak 42. Steak tartar 43. Corned beef hash 44. Roast beef hash 45. Round steak 46. Veal piccata 47. Veal rollintine 48. Veal francaise 49. Veal parmigiana 50. Veal stew 51. Veal and peppers 52. Veal in demi glaze 53. Veal with mushrooms 54. Veal sorrentino 55. Baci Baci 56. Osso bucco 57. Swiss style veal 58. Veal with cream and mushroom 59. Blanquette of veal 60. Lamb chops 61. Roast rack of lamb 62. Roast leg of lamb 63. Irish lamb stew 64. Navarin of lamb stew 65. Pork chops with sauerkraut 66. Roast loin of pork 67. Roast fresh ham 68. Stuffed pork loin 69. Broiled pork chops 70. Medallion of pork				163

UNIT: MEATS - CONTINUED

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TOPIC: BEEF, LAMB AND PORK - CONTINUED

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	71. Braised pork chops 72. Fried pork chops 73. Ham 74. Italian sausage 75. Breakfast sausage 76. Bacon				

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identification and preparation of poultry	A. Poultry 1. Grading system 2. Terminology 3. Raising B. Preparation of various poultry dishes 1. Roast turkey 2. Roast turkey breast 3. Turkey divan 4. Chicken tetrazzini 5. Chicken cacciatore 6. Chicken a la king 7. Chicken and mushrooms 8. Chicken francaise 9. Chicken cordon bleu 10. Chicken kiev 11. Chicken parmigiana 12. Chicken rollentine 13. Chinese chicken 14. Tempura chicken 15. Batter fried chicken 16. Breaded fried chicken 17. Sauteed chicken breast 18. Roast chicken 19. Chinese chicken wings 20. Chicken piccata 21. Coqu au vin 22. Chicken bianco 23. Chicken in white wine sauce 24. Chicken marango 25. Chicken chasseur 26. Coconut chicken 27. Chicken and rice 28. Roast duck 29. Sauteed breast of duck 30. Cornish hen	A. Oral communications B. Functional reading skills C. Outlining and note taking D. Vocabulary E. Following directions F. Writing skills G. Interpretation of charts	A. Whole numbers B. Fractions C. Proportions D. Yields E. Cost breakdown F. Decimals	A. Earth science B. Anatomy C. Heat application D. Nutrition E. Foodborne illnesses F. Bacteria growth G. Chemical reactions H. Agriculture	A. The student will be able to demonstrate a knowledge of the bone structure of poultry B. The student will be able to demonstrate a knowledge of the raising of poultry C. The student will be able to demonstrate a knowledge of poultry terminology D. The student will be able to prepare assorted poultry dishes

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identification and preparation of fish and shellfish	A. Fish and shellfish - Types - Feeding habits - Fish popularity - Market availability - Technics used in modern fishing - Cooking methods B. Preparation of fish and shellfish dishes - Fried shrimp - Shrimp francaise - Shrimp scampi - Shrimp in white wine sauce - Shrimp tempura - Stuffed shrimp - Shrimp cocktail - Sauteed shrimp with shallots - Fried scallops - Scallops in champagne sauce - Scallops wrapped in bacon - Batter fried scallops - Grilled scallops - Seafood kabobs - Scallops francaise - Crab cakes - Crab au gratin - Crab imperial - Crab puffs - Sauteed crab with sherry and mushrooms - Stuffed mushroom caps - Crabmeat stuffing - Stuffed filet of sole - Broiled filet of sole - Sole francaise - Fish cakes - Fried filet of sole - Sole tempura - Sole en croux - Sole almondine - Sole oregonata - Sauteed trout meuniere - Trout almondine - Broiled trout	A. Oral communications B. Functional reading skills C. Outlining and note taking D. Vocabulary E. Following directions F. Writing skills	A. Whole numbers B. Fractions C. Proportions D. Yields E. Cost breakdown F. Decimals	A. Earth science B. Anatomy C. Heat application D. Nutrition E. Foodborne illnesses F. Bacteria growth G. Chemical reactions H. Agriculture	A. The student will be able to demonstrate a knowledge of the bone structure of fish B. The student will be able to demonstrate a knowledge of fish and shellfish terminology C. The student will be able to prepare assorted fish and shellfish dishes

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
170	35. Fried seafood platter 36. Broiled seafood platter 37. Trout with lemon butter 38. Poached filet of sole 39. Poached salmon 40. Baked stuffed clams 41. Clams casino 42. Clams oreganatta 43. Red clam sauce 44. White clam sauce 45. Clams on the $\frac{1}{2}$ shell 46. Fried clams 47. Oysters on the $\frac{1}{2}$ shell 48. Fried oysters 49. Fried oysters wrapped in ham 50. Seafood marinara 51. Paella 52. Fried squid 53. Stuffed squid 54. Squid manimara 55. Broiled lobster tail 56. Stuffed lobster tail 57. Steamed lobster 58. Stuffed whole live lobster				171

UNIT: PASTA, POTATOES, RICE AND VEGETABLES

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TOPIC: PASTA

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Identification and preparation of pasta	A. Ingredients B. Wheat used C. Flour D. Types of pasta E. Stuffed pastas F. Mixture methods G. Preparation of various pasta dishes 1. Ravioli 2. Manicotti 3. Buttered noodles 4. Spaghetti carbonata 5. Fettucine alfredo 6. Mushroom pasta 7. Angel hair pasta 8. Linguini with sauces 9. Ziti with sauces 10. Pasta salads	A. Oral communications B. Functional reading skills C. Writing skills D. Following directions E. Vocabulary F. Outlining and note taking	A. Whole numbers B. Fractions C. Weights and measurements	A. Earth science B. Nutrients and vitamins C. Agriculture	A. The student will be able to demonstrate a knowledge of cooking methods of pasta B. The student will be able to demonstrate the proper method of preparation for pasta dishes C. The student will be able to demonstrate a knowledge of the ingredients used in each pasta dish D. The student will be able to demonstrate a knowledge of the proper handling and portioning of pasta dishes

TOPIC: POTATOES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
II. Identification and preparation of potatoes	A. Growing regions B. Different types C. Cooking methods D. Nutrients E. Peeling F. Handling G. Purchasing H. Cuts of potatoes I. Preparation of various potato dishes - Home fries - Au gratin potatoes - French fries - Bouillon potatoes - Mashed potatoes - O'Brian potatoes - Rissole potatoes - Minute potatoes - Gnocchi - Potatoe dumplings - Potatoe croquettes - Boiled potatoes - Baked potatoes - Oven roast potatoes - Duchess potatoes - Potato skins - Baked stuffed potatoes - Potato skins with cheese sauce - Parisian potatoes	A. Oral communications B. Functional reading skills C. Writing skills D. Following directions E. Vocabulary F. Outlining and note taking	A. Whole numbers B. Fractions C. Weights and measurements	A. Earth science B. Nutrients and vitamins C. Agriculture	A. The student will be able to demonstrate a knowledge of the cooking methods of potatoes B. The student will be able to demonstrate the proper method of preparation for various potato dishes C. The student will be able to demonstrate a knowledge of the ingredients used in each potato dish D. The student will be able to demonstrate a knowledge of the proper handling and portioning of potato dishes

TOPIC: RICE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
III. Identification and preparation of rice	A. Cooking methods B. Growing regions C. Types of rice D. Starch content E. Preparation of various rice dishes 1. Steamed rice 2. Rice balls 3. Saffron rice 4. Fried rice 5. Chinese rice 6. Rice pilaf 7. Paella 8. Risotto	A. Oral communications B. Functional reading skills C. Writing skills D. Following directions E. Vocabulary F. Outlining and note taking	A. Whole numbers B. Fractions C. Weights and measurements	A. Earth science B. Nutrients and vitamins C. Agriculture	A. The student will be able to demonstrate a knowledge of the cooking methods of rice B. The student will be able to demonstrate the proper method of preparation of various rice dishes C. The student will be able to demonstrate a knowledge of the ingredients used in each rice dish D. The student will be able to demonstrate a knowledge of the proper handling and portioning of rice dishes

TOPIC: VEGETABLES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
IV. Identification and preparation of vegetables	A. Types of vegetables B. Growing regions C. Nutrients D. Handling of fresh vegetables E. Vitamins F. Frozen vegetables G. Canned vegetables H. Cooking methods I. Preparation of various vegetables - Puree green vegetables - Boiled carrots - Glazed carrots - Creamed pearl onions - Baked sweet potatoes - French style green beans - Italian mixed vegetables - Broccoli and cheese sauce - Cauliflower and cheese sauce - Sauteed mushrooms - Stuffed mushroom caps - Broiled tomatoes - Stuffed tomatoes - Cauliflower polonaise - Sauteed broccoli tops - Lima beans and tomatoes - Green bean almonidine - Green beans with pimento - Corn - Creamed corn - Corn on the cob - Corn Mexican - Asparagus - Asparagus hollandaise - Sauteed asparagus - Lima beans - Succotash - Harvard beets - Sauteed tomatoes - Cauliflower au gratin - Broccoli - Broccoli puree - Creamed broccoli - Creamed spinach - Italian spinach	A. Oral communications B. Functional reading skills C. Writing skills D. Following directions E. Vocabulary F. Outlining and note taking	A. Whole numbers B. Fractions C. Weights and measurements	A. Earth science B. Nutrients and vitamins C. Agriculture	A. The student will be able to demonstrate a knowledge of the cooking methods of vegetables B. The student will be able to demonstrate the proper method of preparation for various vegetable dishes C. The student will be able to demonstrate a knowledge of the ingredients used in each vegetable dish D. The student will be able to demonstrate a knowledge of the proper handling and portioning of vegetable dishes

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Preparation of assorted desserts A. Puddings B. Custards C. Sauces D. Ice cream E. Fruits	A. Basic ingredients used for each dessert B. Method of preparation for each dessert C. Various types of fruits used D. Molds and forms used for portions E. Amounts of each serving F. Cost and pricing G. Menu balancing H. Profit maker I. Seasons for best fruits J. Preparation of various types of desserts 1. Italian peach pears 2. Poached peaches 3. Spiced peaches 4. Peach salad 5. Spiced pears 6. Marinated oranges 7. Oriental oranges 8. Crepes 9. Crepe suzette 10. Apple cinnamon crepes 11. Fruit crepes 12. Ice cream a. chocolate b. vanilla c. peanut butter d. strawberry 13. Strawberry romanoff 14. Blueberries and cream 15. Strawberries and cream 16. Eclairs 17. Rice pudding 18. Noodle pudding 19. Custards 20. Caramel custard	A. Functional reading skills B. Outlining and note taking C. Oral communications D. Vocabulary E. French terminology F. Writing skills	A. Multiplication B. Division C. Whole numbers D. Ratio and proportion E. Temperatures F. Yields G. Weights and measurements H. Decimals	A. Chemical reaction of foods B. Earth science C. Heat as energy D. Agriculture regions E. Temperatures that activate products F. Heat distribution G. Calories H. Nutrition value	A. The student will be able to identify various types of desserts B. The student will be able to prepare various types of desserts C. The student will be able to price each item according to menu standards D. The student will be able to demonstrate a knowledge of the equipment needed for the preparation of each dessert E. The student will be able to demonstrate a knowledge of the importance of fruits in a dessert F. The student will be able to demonstrate a knowledge of the ingredients in each dessert

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
182	21. Brownies 22. Cheesecake 23. Italian cheesecake 24. Jello a. cherry b. orange c. lime d. lemon 25. Chocolate mousse 26. Whipped cream 27. Cream anglaise 28. Fresh fruit tarts 29. Baked Alaska 30. Cherries jubilee 31. Raspberry puree 32. Chocolate sauce 33. Meringue 34. Pie shells 35. Pie fillings a. apple b. cherry 26. Cookies a. chocolate b. chocolate chip				183

BAKING

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilization of student handbook	School rules and regulations	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Following directions E. Oral communications F. Expository writing skills			The student will be able to utilize the student handbook as a guide through the school year
II. Familiarization with other school resources	A. Cooperative Industrial Education (C.I.E.) B. Vocational Industrial Clubs of America (VICA) C. Post-secondary D. Night school E. Resource center F. Guidance G. Nurse	A. Identifying main ideas B. Following directions C. Oral communications D. Resume writing E. Job application skills F. Note taking skills			The student will be able to understand and utilize other school resources
III. Use of class and lab rules and regulations	A. Attendance B. Tardiness C. Make-up work D. Discipline E. Grading F. Lockers and lavatory G. Uniforms	A. Oral communications B. Following directions C. Note taking skills			The student will be able to identify and demonstrate use of class and lab rules and regulations
IV. Pre test	Pre test for baking skills	A. Functional reading skills B. Vocabulary C. Meanings in contest D. Test taking skills E. Problem solving F. Spelling G. Oral communications	A. Weights and measurements B. Whole numbers C. Graphs	A. Chemical reactions B. Heat C. Food production	The student will be able to reveal areas of strength and weakness of baking skills

TOPIC: SAFETY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Use of safety rules	A. Safety in use of hand tools B. Safety in use of lab machines and equipment 1. Racks 2. Retarders 3. Proofer 4. Divider 5. Pie maker 6. Oven 7. Mixing C. Fire drill D. Accidents do not just happen, they are caused by carelessness	A. Functional reading skills B. Vocabulary C. Following directions D. Outlining and note taking E. Oral communications		A. Heat B. Cold C. Mechanical D. Electrical E. Hydraulic	The student will be able to apply the rules of safety when working in the baking lab

TOPIC: SANITATION

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Use of sanitation rules	The protection of health by maintenance of sanitary conditions 1. Personal hygiene 2. Shop maintenance	A. Functional reading skills B. Vocabulary C. Following directions D. Outlining and note taking E. Oral communications F. Study skills		A. Diseases B. Chemical reactions C. Heat D. Cold E. Food production F. Nutrition G. Waste disposal	A. The student will be able to demonstrate working in a sanitary manner B. The student will be able to maintain a sanitary facility C. The student will be able to produce a sanitary product

TOPIC: WEIGHTS AND MEASURES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Use of weights and measures	A. Baker's balance scale 1. Ingredient scoop 2. Balance weight 3. Solid or dry weights 3. Ounce bar B. Liquid measure 1. Measuring spoons 2. Pints 2. Quarts 4. $\frac{1}{2}$ gallon 5. Gallon C. Oven temperature 1. Thermostat 2. Temperature gauge D. Retarder temperature 1. Fahrenheit 2. Centigrade E. Recipe conversion 1. Increase 2. Decrease	A. Functional reading skills B. Outlining and note taking C. Charts D. Oral communications E. Problem solving F. Vocabulary G. Following directions	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Ratio and proportion F. Formulas G. Estimating	A. Gravity B. Food production	A. The student will be able to demonstrate an ability to use the baker's balance scale B. The student will be able to determine necessary amounts of dry and liquid measures C. The student will be able to demonstrate temperature settings of oven and retarder D. The student will be able to convert recipes by increasing or decreasing ingredients if necessary

TOPIC: RECIPES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Utilizing recipes	A. Purpose B. Proper use C. Increasing D. Decreasing	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Oral communications E. Following directions F. Outlining and note taking G. Signal words H. Meanings in context I. Study skills J. Interpretation of diagrams K. Inferences L. Parts of textbook/manual	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Weights and measurements F. Ratio and proportion G. Formulas H. Estimating I. Graphs	A. Weather B. Chemical reactions C. Heat D. Food production E. Nutrition F. Waste disposal	A. The student will be able to demonstrate the use of recipes in measuring out the needed ingredients B. The student will be able to demonstrate the use of recipes in mixing ingredients C. The student will be able to demonstrate the use of recipes in make up sequences D. The student will be able to demonstrate the use of recipes in proper baking temperatures

TOPIC: INGREDIENTS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Utilizing ingredients used in recipes	A. Salt 1. Effect of salt in a baked product 2. Two types of salt B. Sugar 1. Effects of sugar in a baked product 2. Types of sugar C. Fats 1. Effects of fat in a baked product 2. Types of fat D. Eggs 1. Effects of eggs in a baked product 2. Separation of yolk from white E. Flour 1. Effects of flour in a baked product 2. Types of flour F. Liquid 1. Effects of liquid in a baked product 2. Many types of liquids used G. Flavors and spices 1. Effect of flavors and spices in a baked product 2. Many different kinds of flavors and spices	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Oral communications E. Following directions F. Outlining and note taking G. Signal words H. Spelling I. Study skills J. Parts of textbook/manual K. Fact/Opinion distinction L. Inferences M. Meanings in context	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Weights and measurements F. Ratio and proportion G. Formulas H. Estimating	A. Diseases B. Weather C. Chemical reactions D. Heat E. Food production F. Nutrition G. Waste disposal	A. The student will be able to demonstrate the proper use of salt in the production of baked goods B. The student will be able to demonstrate the proper use of sugar in the production of baked goods C. The student will be able to demonstrate the proper use of fats in the production of baked goods D. The student will be able to demonstrate the proper use of eggs in the production of baked goods E. The student will be able to demonstrate the proper use of flour in the production of baked goods F. The student will be able to demonstrate the proper use of liquids in the production of baked goods G. The student will be able to demonstrate the proper use of flavors and spices in the production of baked goods

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Cleaning and maintaining lab and equipment	A. Maintain a clean, sanitary and workable lab B. Use a rotating lab maintenance schedule C. Cleaning and maintenance of equipment 1. Machines 2. Work benches 3. Hand tools 4. Bowls and pans 5. Oven 6. Floors and walls	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Oral communications E. Following directions F. Outlining and note taking G. Meanings in context H. Fact/Opinion distinction I. Problem solving J. Study skills	A. Whole numbers B. Common fractions C. Decimals D. Weights and measurements E. Ratio and proportion	A. Diseases B. Gravity C. Weather D. Chemical reactions E. Light F. Electricity G. Food production H. Waste disposal	The student will be able to maintain a clean and workable facility

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Baking powder biscuits	A. Use given recipe to determine amount of ingredients needed	A. Functional reading skills	A. Whole numbers	A. Gravity	A. The student will be able to produce the required amount of baking powder biscuits
II. Baking corn muffins	B. Measure needed ingredients	B. Vocabulary	B. Common fractions	B. Weather	
	C. Properly mix ingredients into a dough or batter	C. Identifying main ideas	C. Decimals	C. Chemical reactions	B. The student will be able to produce the required amount of corn muffins
	D. Form dough or prepare batter for baking	D. Meanings in context	D. Percentages	D. Light	
	E. Bake biscuits or muffins at the proper temperature	E. Signal words	E. Weights and measurements	E. Heat	
		F. Parts of textbook/manual	F. Formulas	F. Food production	
		G. Following directions	G. Estimating	G. Nutrition	
		H. Outlining and note taking	H. Ratio and proportion	H. Waste disposal	
		I. Interpretation of diagrams			
		J. Problem solving			
		K. Spelling			
		L. Oral communications			
		M. Study skills			

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Bake large chocolate chip cookies	A. Use given recipe to determine amount of ingredients needed	A. Functional reading skills	A. Whole numbers	A. Gravity	A. The student will be able to produce the required amount of large chocolate chip cookies
II. Bake large peanut butter cookies	B. Measure needed ingredients	B. Vocabulary	B. Common fractions	B. Weather	B. The student will be able to produce the required amount of large peanut butter cookies
III. Bake large oatmeal cookies	C. Properly mix ingredients to form a dough	C. Identifying main ideas	C. Decimals	C. Chemical reactions	C. The student will be able to produce the required amount of large oatmeal cookies
IV. Bake large Chinese cookies	D. Properly form and prepare dough to bake	D. Meanings in context	D. Percentages	D. Light	D. The student will be able to produce the required amount of large Chinese cookies
V. Bake spice bar cookies	E. Bake at proper temperature	E. Signal words	E. Weights and measurements	E. Heat	E. The student will be able to produce the required amount of spice bars
VI. Bake snow finger cookies		F. Parts of textbook/manual	F. Formulas	F. Food production	F. The student will be able to produce the required amount of snow finger cookies
VII. Bake bowtie egg cookies		G. Following directions	G. Estimating	G. Nutrition	G. The student will be able to produce the required amount of bowtie egg cookies
VIII. Bake assorted icebox cookies		H. Outlining and note taking	H. Ratio and proportion	H. Waste disposal	H. The student will be able to produce the required amount of icebox cookies
		I. Interpretation of diagrams			
		J. Problem solving			
		K. Spelling			
		L. Oral communications			
		M. Study skills			

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
IX. Bake small assorted butter cookies	A. Use given recipe to determine amount of ingredients needed	A. Functional reading skills	A. Whole numbers	A. Gravity	A. The student will be able to produce the required amount of assorted small butter cookies
X. Bake small chocolate chip cookies	B. Measure needed ingredients	B. Vocabulary	B. Common fractions	B. Weather	B. The student will be able to produce the required amount of small chocolate chip cookies
	C. Properly mix ingredients to form a dough	C. Identifying main ideas	C. Decimals	C. Chemical reactions	
	D. Properly form and prepare cookies for baking with the use of pastry bag	D. Meanings in context	D. Percentages	D. Light	
	E. Bake cookies at the proper temperature	E. Signal words	E. Weights and measurements	E. Heat	
		F. Parts of textbook/manual	F. Formulas	F. Food production	
		G. Following directions	G. Estimating	G. Nutrition	
		H. Outlining and note taking	H. Ratio and proportion	H. Waste disposal	
		I. Interpretation of diagrams			
		J. Problem solving			
		K. Spelling			
		L. Oral communications			
		M. Study skills			

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Make a sweet short dough	A. Use given recipe to determine amount of ingredients needed	A. Functional reading skills	A. Whole numbers	A. Gravity	A. The student will be able to produce a short dough taht can be used for a multiple of short dough products
II. Make a danish pastry dough	B. Measure needed ingredients	B. Vocabulary	B. Common fractions	B. Weather	
A. Fruit danish	C. Properly mix ingredients into a dough	C. Identifying main ideas	C. Decimals	C. Chemical reactions	B. The student will be able to produce the required amount of danish dough that can be used for various danish pastries
B. Cheese danish	D. Danish pastries	D. Meanings in context	D. Percentages	D. Light	
C. Prune danish	1. Roll in dough with danish roll in fat	E. Signal words	E. Weights and measurements	E. Heat	
D. Cinnamon danish	2. Refrigerate	F. Parts of textbook/manual	F. Formulas	F. Food production	
E. Poppy seed danish	E. Prepare, form and shape dough for baking	G. Following directions	G. Estimating	G. Nutrition	
F. Bare claws danish	F. Bake prepared dough at proper temperature	H. Outlining and note taking	H. Ratio and proportion	H. Waste disposal	
G. Assorted danish coffee rings and cakes		I. Interpretation of diagrams			
		J. Problem solving			
		K. Spelling			
		L. Oral communications			
		M. Study skills			

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Make yeast raised donut dough A. Glazed donuts B. Jelly donuts C. Cream donuts D. Assorted iced donuts	A. Use given recipe to determine amount of donut dough needed B. Measure needed ingredients C. Properly mix ingredients into a dough D. Shape, form and prepare dough for frying	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Study skills E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Interpretation of diagrams J. Problem solving K. Spelling L. Oral communications	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Weights and measurements F. Formulas G. Estimating H. Ratio and proportion	A. Gravity B. Weather C. Chemical reactions D. Nutrition E. Heat F. Food production G. Waste disposal	A. The student will be able to produce the required amount of donut dough to be used for assorted donut production B. The student will be able to produce the required amount of cruller dough for crullers
II. Make old fashioned crullers	E. Fry dough at proper temperature F. Finish donuts with proper icing				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Make dinner rolls A. Knot rolls B. Egg rolls C. Onion rolls D. Twist rolls E. Parker House rolls F. Kaiser rolls G. Bagels	A. Use given recipe to determine amount of roll dough needed B. Measure needed ingredients C. Properly mix ingredients into a roll dough D. Shape, form and prepare dough for desired roll and prepare for baking E. Bake at the proper temperature	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Interpretation of diagrams J. Problem solving K. Spelling L. Oral communications M. Study skills	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Weights and measurements F. Formulas G. Estimating H. Ratio and proportion	A. Gravity B. Weather C. Chemical reactions D. Light E. Heat F. Food production G. Nutrition H. Waste disposal	The student will be able to produce the required amount of roll dough for assorted roll production
209					210

TOPIC: BREADS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Make white bread	A. Use given recipe to determine amount of dough needed	A. Functional reading skills	A. Whole numbers	A. Gravity	A. The student will be able to produce the required amount of dough to make the required amount of white bread
II. Make Italian bread	B. Measure needed ingredients	B. Vocabulary	B. Common fractions	B. Weather	B. The student will be able to produce the required amount of dough to make the required amount of Italian bread
III. Make rye bread	C. Properly mix ingredients to form a dough	C. Identifying main ideas	C. Decimals	C. Chemical reactions	C. The student will be able to produce the required amount of dough to make the required amount of rye bread
IV. Make pumpernickle bread	D. Properly shape, form and prepare dough for baking	D. Meanings in context	D. Percentages	D. Light	D. The student will be able to produce the required amount of dough to make the required amount of pumpernickle bread
V. Make raisin bread	E. Bake dough into bread at proper temperature	E. Signal words	E. Weights and measurements	E. Heat	E. The student will be able to produce the required amount of dough to make the required amount of raisin bread
VI. Make oatmeal bread		F. Parts of textbook/manual	F. Formulas	F. Food production	F. The student will be able to produce the required amount of dough to make the required amount of oatmeal bread
		G. Following directions	G. Estimating	G. Nutrition	
		H. Outlining and note taking	H. Ratio and proportion	H. Waste disposal	
		I. Interpretation of diagrams			
		J. Problem solving			
		K. Spelling			
		L. Oral communications			
		M. Study skills			

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Make flaky pie dough for regular covered fruit pies A. Pecan pie B. Coconut custard C. Pumpkin custard	A. Given recipe, determine amount of dough needed B. Measure needed ingredients C. Mix ingredients into a dough D. Prepare, shape, roll, fill and prepare pies for baking E. Bake pies at proper temperature	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Interpretation of diagrams J. Problem solving K. Spelling L. Oral communications M. Study skills	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Weights and measurements F. Formulas G. Estimating H. Ratio and proportion	A. Gravity B. Weather C. Chemical reactions D. Light E. Heat F. Food production G. Nutrition H. Waste disposal	The student will be able to produce the required amount of dough to make the required amount of pies

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Make short dough fruit pies	A. Given bulk short dough, determine amount needed to make required amount of pies B. Prepare, roll, shape and form pie shells C. Fill pie shells and cover with lattice strips D. Bake pies at the proper temperature	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Interpretation of diagrams J. Problem solving K. Spelling L. Oral communications M. Study skills	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Weights and measurements F. Formulas G. Estimating H. Ratio and proportion	A. Gravity B. Weather C. Chemical reactions D. Light E. Heat F. Food production G. Nutrition H. Waste disposal	The student will be able to produce the required amount of short dough fruit pies

TOPIC: CREAM TYPE PIES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Make cream type pies A. Creamed coconut custard B. Chocolate cream C. Chiffon cream D. Creamed pumpkin custard	A. Given shells and recipe, determine amount of ingredients needed for creams B. Prepare cream according to recipe C. Fill, finish and refrigerate pies	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Interpretation of diagrams J. Problem solving K. Spelling L. Oral communications M. Study skills	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Weights and measurements F. Formulas G. Estimating H. Ratio and proportion	A. Gravity B. Weather C. Chemical reactions D. Light E. Heat F. Food production G. Nutrition H. Waste disposal	The student will be able to produce the required amount and type of cream pie

TOPIC: PUFF PASTRIES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Make assorted puff pastries A. Apple turnovers B. Pin wheels C. Fruit logs D. Cream horns E. Napoleons F. Patty shells	A. Given recipe, determine amount of dough needed B. Measure ingredients C. Mix ingredients into a dough D. Prepare dough for puff pastry and roll in shortening E. Shape, form, cut, and fill in top for specific pastry F. Prepare for baking G. Bake at the proper temperature	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Interpretation of diagrams J. Problem solving K. Spelling L. Oral communications M. Study skills	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Weights and measurements F. Formulas G. Estimating H. Ratio and proportion	A. Gravity B. Weather C. Chemical reactions D. Light E. Heat F. Food production G. Nutrition H. Waste disposal	The student will be able to produce the needed amount of puff pastry dough for the required puff pastries

TOPIC: ECLAIRS AND CREAM PUFFS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Make eclairs and cream puffs	A. Given recipe, determine amount of batter needed B. Measure needed amount of ingredients C. Mix ingredients into a batter D. Using a pastry bag, bag out batter into eclairs and cream puffs E. Bake at the proper temperature for the required amount of time F. Fill with custard or cream when cool	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Interpretation of diagrams J. Problem solving K. Spelling L. Oral communications M. Study skills	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Weights and measurements F. Formulas G. Estimating H. Ratio and proportion	A. Gravity B. Weather C. Chemical reactions D. Light E. Heat F. Food production G. Nutrition H. Waste disposal	The student will be able to produce the required amount of batter for the required amount of eclairs and cream puffs

UNIT: CAKES

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TOPIC: LAYER CAKES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Make a high ratio yellow layer cake batter A. Layer cakes B. Cupcakes C. Loaf cakes D. Birthday cakes E. Short cakes	A. Given recipe, determine amount of batter needed B. Measure needed ingredients C. Properly mix needed ingredients to a batter D. Scale batter into desired pans at proper weights E. Bake according to recipe for required time at the proper temperature	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Interpretation of diagrams J. Problem solving K. Spelling L. Oral communications M. Study skills	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Weights and measurements F. Formulas G. Estimating H. Ratio and proportion	A. Gravity B. Weather C. Chemical reactions D. Light E. Heat F. Food production G. Nutrition H. Waste disposal	The student will be able to produce the necessary amount of high ratio yellow cake batter for the desired amount of cakes

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Make sponge cakes	A. Given recipe, determine the amount of batter needed	A. Functional reading skills	A. Whole numbers	A. Gravity	A. The student will be able to produce the needed batter for the required amount of sponge cakes
II. Make chiffon cakes	B. Measure ingredients	B. Vocabulary	B. Common fractions	B. Weather	B. The student will be able to produce the needed batter for the required amount of chiffon cakes
III. Make pound cakes	C. Mix ingredients into a batter according to recipe directions	C. Identifying main ideas	C. Decimals	C. Chemical reactions	C. The student will be able to produce the needed batter for the required amount of pound cakes
	D. Scale batter into desired pans	D. Meanings in context	D. Percentages	D. Light	
	E. Bake according to recipe for proper time and temperature	E. Signal words	E. Weights and measurements	E. Heat	
		F. Parts of textbook/manual	F. Formulas	F. Food production	
		G. Following directions	G. Estimating	G. Nutrition	
		H. Outlining and note taking	H. Ratio and proportion	H. Waste disposal	
		I. Interpretation of diagrams			
		J. Problem solving			
		K. Spelling			
		L. Oral communications			
		M. Study skills			

TOPIC: SPECIALTY CAKES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Make special recipe cakes A. Brownies B. Nut cake C. Carrot cake D. Cheese cake	A. Given special recipe, determine amount of batter needed B. Measure ingredients needed C. Mix ingredients according to recipe D. Prepare mixture for baking according to recipe E. Bake according to recipe	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Interpretation of diagrams J. Problem solving K. Spelling L. Oral communications M. Study skills	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Weights and measurements F. Formulas G. Estimating H. Ratio and proportion	A. Gravity B. Weather C. Chemical reactions D. Light E. Heat F. Food production G. Nutrition H. Waste disposal	The student will be able to produce the specialty cake required according to the recipe

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Make icing and toppings A. Butter cream icing B. Better cream C. Whip cream D. Chocolate	A. Given recipe, determine the amount of icing or topping needed B. Measure needed amount of ingredients C. Mix ingredients into desired icing or topping according to recipe D. Use icing or topping as needed to ice or fill desired cakes	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Interpretation of diagrams J. Problem solving K. Spelling L. Oral communications M. Study skills	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Weights and measurements F. Formulas G. Estimating H. Ratio and proportion	A. Gravity B. Weather C. Chemical reactions D. Light E. Heat F. Food production G. Nutrition H. Waste disposal	The student will be able to produce the necessary amount of icing or topping required